

FORT LANCASTER

— STATE HISTORIC SITE —

Sheffield, Texas

Post-Visit Guide

High School

Overview: The Big Picture

After visiting Fort Lancaster, students will analyze primary source photographs and correspondence to explore the fort's role in an era defined by the concept of Manifest Destiny and settlement of the west.

U.S. History Since 1877 TEKS

(12) Geography. The student understands the impact of geographic factors on major events. The student is expected to:

- (A) analyze the impact of physical and human geographic factors on the settlement of the Great Plains.
- (B) identify and explain reasons for changes in political boundaries such as those resulting from statehood and international conflicts.

(13) Geography. The student understands the causes and effects of migration and immigration on American society. The student is expected to:

- (A) analyze the causes and effects of changing demographic patterns resulting from migration within the United States, including western expansion.

(15) Economics. The student understands domestic and foreign issues related to U.S. economic growth from the 1870s to 1920. The student is expected to:

- (A) describe how the economic impact of the Transcontinental Railroad and the Homestead Act contributed to the close of the frontier in the late 19th century.

(29) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:

- (A) use a variety of both primary and secondary valid sources to acquire information and to analyze and answer historical questions;
- (B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions;
- (D) use the process of historical inquiry to research, interpret, and use multiple types of sources of evidence;
- (G) identify and support with historical evidence a point of view on a social studies issue or event; and
- (H) use appropriate skills to analyze and interpret social studies information such as maps, graphs, presentations, speeches, lectures, and political cartoons.

Advanced Placement U.S. History Themes/Learning Objectives

American & National Identity-1.0 Explain how ideas about democracy, freedom, and individualism found expression in the development of cultural values, political institutions, and American identity.

Migration and Settlement-2.0 Analyze causes of internal migration and patterns of settlement in what would become the United States, and explain how migration has affected American life.

This lesson supports the following Historical Thinking Skills: Analyzing Evidence, Contextualization, Causation, Continuity and Change Over Time, Historical Argumentation and Synthesis

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Materials

- Primary source materials for display/distribution
- Document-Based Question (DBQ) materials for display/distribution
- Document Analysis Organizer
- Timeline of Fort Lancaster

Activity: Manifest Destiny?

10 minutes

Display/distribute the quote by John Louis O’Sullivan, a newspaper editor and columnist generally given credit for coining the term *Manifest Destiny* in an 1845 article advocating for the U.S. annexation of Texas. Have students write a short opinion piece, either in support or protest, in response to O’Sullivan’s article. Share responses.

“The American claim is by right of our manifest destiny to overspread and to possess the whole of the continent which Providence has given us for the development of the great experiment of liberty and our democratic government entrusted to us. It is a right such as that of the tree to the space of air and earth suitable for the full expansion of its principle and destiny of growth. It is in our future far more than in our past or in the past history of Spanish exploration...that our true title is found.”

John O’Sullivan

Excerpt from an article in *Morning News*

December 27, 1845

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DBQ Activity: Fort Lancaster and Manifest Destiny

Distribute Activity Documents A-L, Document Analysis Organizer, and Fort Lancaster Timeline.

Activity Suggestions:

- Have students answer the scaffolding questions appearing with each primary source document A-L and analyze the documents by completing the provided organizer. Using the collected information from the organizer, have students group the documents by theme or main idea and compose thematic paragraphs that answer the prompt.
- Divide the students into pairs or small groups and assign one or more documents per group. Ask the groups to analyze their documents using the scaffolding questions and organizer and to report on each of their documents to the class.
- As a homework assignment or as a classroom timed writing assignment, have students write an essay response to the following prompt:

Use at least three DBQ documents A-L to support your hypothesis explaining how the concept of Manifest Destiny changed the political, social, economic, and geographic landscape of the United States. Include the role Fort Lancaster played in the larger narrative of westward expansion.

Answer Key for Document Questions:

Document A

1. 1803, 1825, see citation
2. “This Map may be relied upon as correct; it was taken from the surveys of Lewis, Clark and Pike, and afterwards corrected from Major Long’s surveys.”

Document B

1. By order of the executive of the U.S., who was Thomas Jefferson at that time
2. Columbia Valley

Document C

1. Jefferson endeavored to map the country in hopes that the U.S. and future settlers could use the information to expand west across the continent.

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Document D

1. O’Sullivan’s argument was essentially that the west *was* the “expansive future” of the U.S. In fact, it was not “untrodden space” as the land was then inhabited by Native Americans.
2. A nation of human progress, backed by Providence

Document E

1. The Annexation of Texas
2. James K. Polk—as Stephen F. Austin on the ship shouts “Polk, Friend to Our Country [Texas]”

Document F

1. U.S. right to territory beyond the Rocky Mountains
2. It was the duty of the U.S. Government to provide protection and extend the benefits of democratic laws over U.S. emigrants who had moved west.

Document G

1. Great Britain
2. The United States gained territory on and access to the Pacific Ocean, furthering the goal of Manifest Destiny to claim all continental lands between the Atlantic and Pacific.

Document H

1. U.S.-Mexican War or Mexican-American War
2. Bias evident from book cover: Mexican cruelties and treacheries contrasted with “Valiant [U.S.] Soldiers.” The book is written from the very particular point of view of Lieutenant G.N. Allen and would provide justification for U.S. “rightness” in the war against Mexico.

Document I

1. Freedom’s Champion
2. “Oregon”

Document J

1. A lecture by W.R. Andrews, recently returned from California
2. Any citizens interested in heading west during the Gold Rush

Document K

1. The road is more comfortable and green throughout the winter.
2. The many travelers heading west after the Gold Rush of 1849

Document L

1. It made it easier, faster, and safer for settlers to travel west.
2. The depiction of the Native Americans

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Assessment

Evaluate student participation in group activities and class discussions as well as completion and correctness of document organizers. For assistance scoring DBQ essays, reference the AP Histories Rubric for Document-Based Questions available online at <https://secure-media.collegeboard.org/digitalServices/pdf/ap/rubrics-ap-histories-historical-thinking-skills.pdf> (effective Fall 2015) or visit apcentral.collegeboard.com.

U.S. History/English Lesson Extension

English 1 and II TEKS

(8) Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to analyze the controlling idea and specific purpose of a passage and the textual elements that support and elaborate it, including both the most important details and the less important details.

(16) Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay to the appropriate audience

Display or distribute the excerpt from *The Significance of the Frontier in American History (1894)* by Frederick J. Turner (1861-1932) was an American historian whose views were extremely influential on the importance of the frontier to the development of America as a country and a concept. In 1894, Turner delivered his essay to the meeting of the American Historical Association in Chicago.

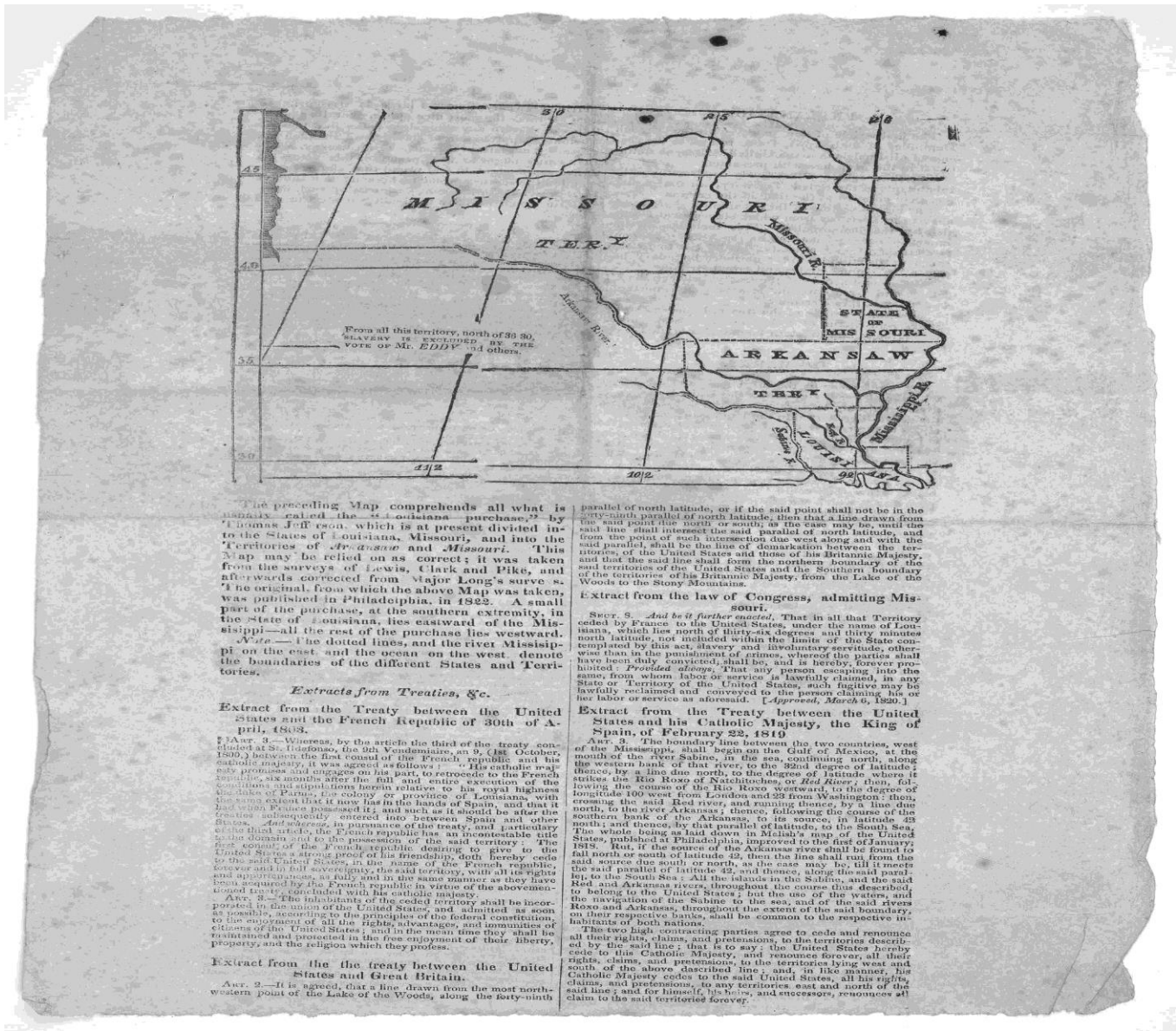
Have students read and reflect on the speech excerpt. Then have them write a persuasive response for or against Turner's method of interpreting American history through the lens of the frontier.

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DBQ Document A: 1825 Map of the Louisiana Purchase



Questions:

1. What year was the Louisiana Purchase? When was this map published?
2. Why might the information on this map be "relied upon as correct"?

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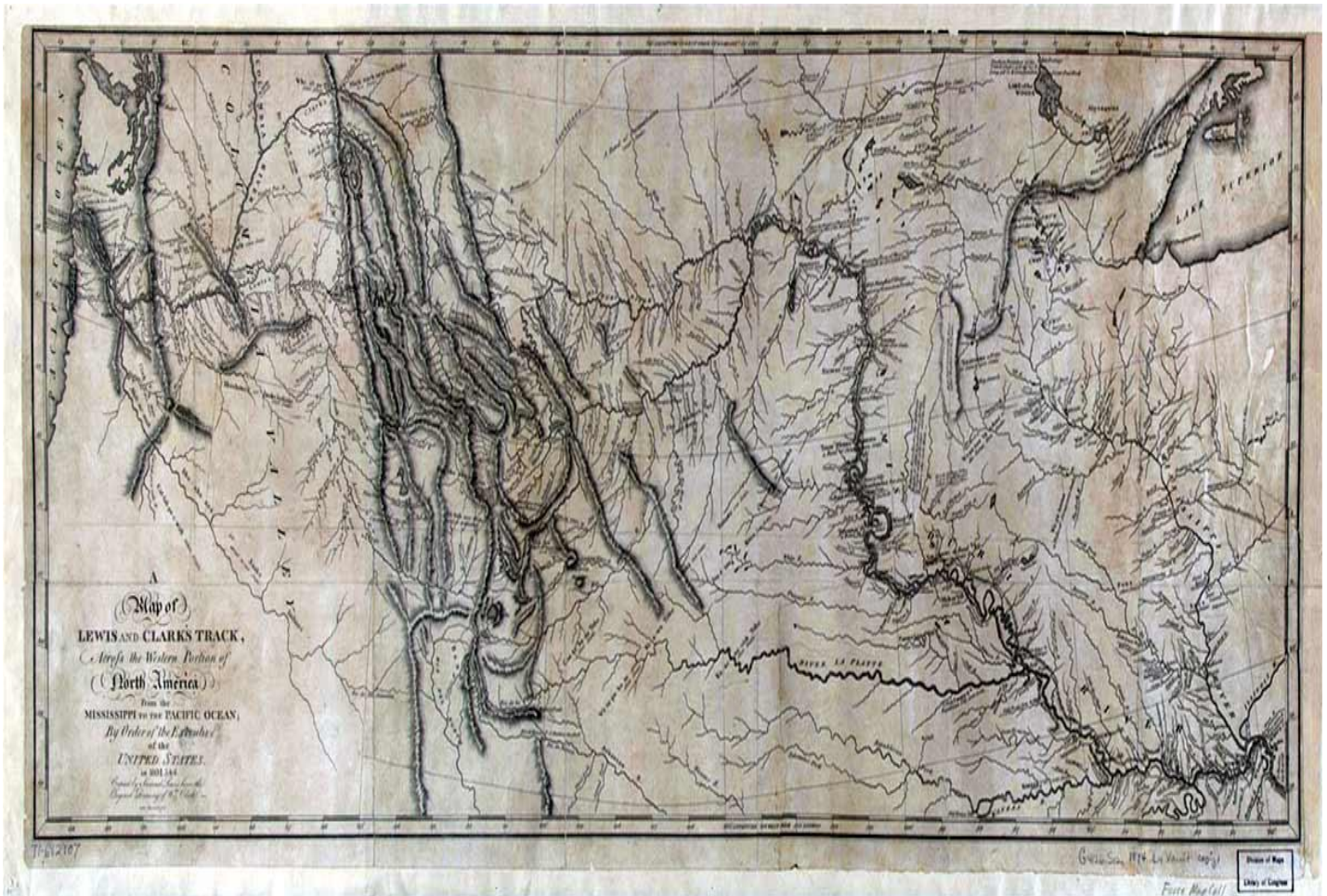
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DBQ Document B: Map of Lewis and Clark's Track, 1804



Citation: Lewis, Samuel, Longman William Clark and Neele & Son. *A map of Lewis and Clark's track across the western portion of North America, from the Mississippi to the Pacific Ocean: by order of the executive of the United States in 1804, 5 & 6*. London: Longman, Hurst, Rees, Orme & Brown, 1804. Map. Retrieved from the Library of Congress, <https://www.loc.gov/item/79692908/>.

Questions:

1. Who ordered this Lewis and Clark expedition?
2. What valley did the explorers survey and map on their way to the Pacific Ocean?

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DBQ Document C: Thomas Jefferson quote, 1805

“We shall delineate with correctness the great arteries of this great country: those who come after us will . . . fill up the canvas we begin.”

Question:

1. Why was surveying and mapping the country important to Thomas Jefferson and to the future of the United States?

DBQ Document D: John O’Sullivan quote, 1839

“We have no interest in the scenes of antiquity, only as lessons of avoidance of nearly all their examples. The expansive future is our arena, and for our history. We are entering on its untrodden space, with the truths of God in our minds, beneficent objects in our hearts, and with a clear conscience unsullied by the past. We are the nation of human progress, and who will, what can, set limits to our onward march? Providence is with us, and no earthly power can.”

Citation: Excerpted from "The Great Nation of Futurity," *The United States Democratic Review*, Volume 6, Issue 23, pp. 426-430. The complete article can be found in *The Making of America Series* at Cornell University <https://www.mtholyoke.edu/acad/intrel/osulliva.htm>. (Accessed 1/29/2018).

Questions:

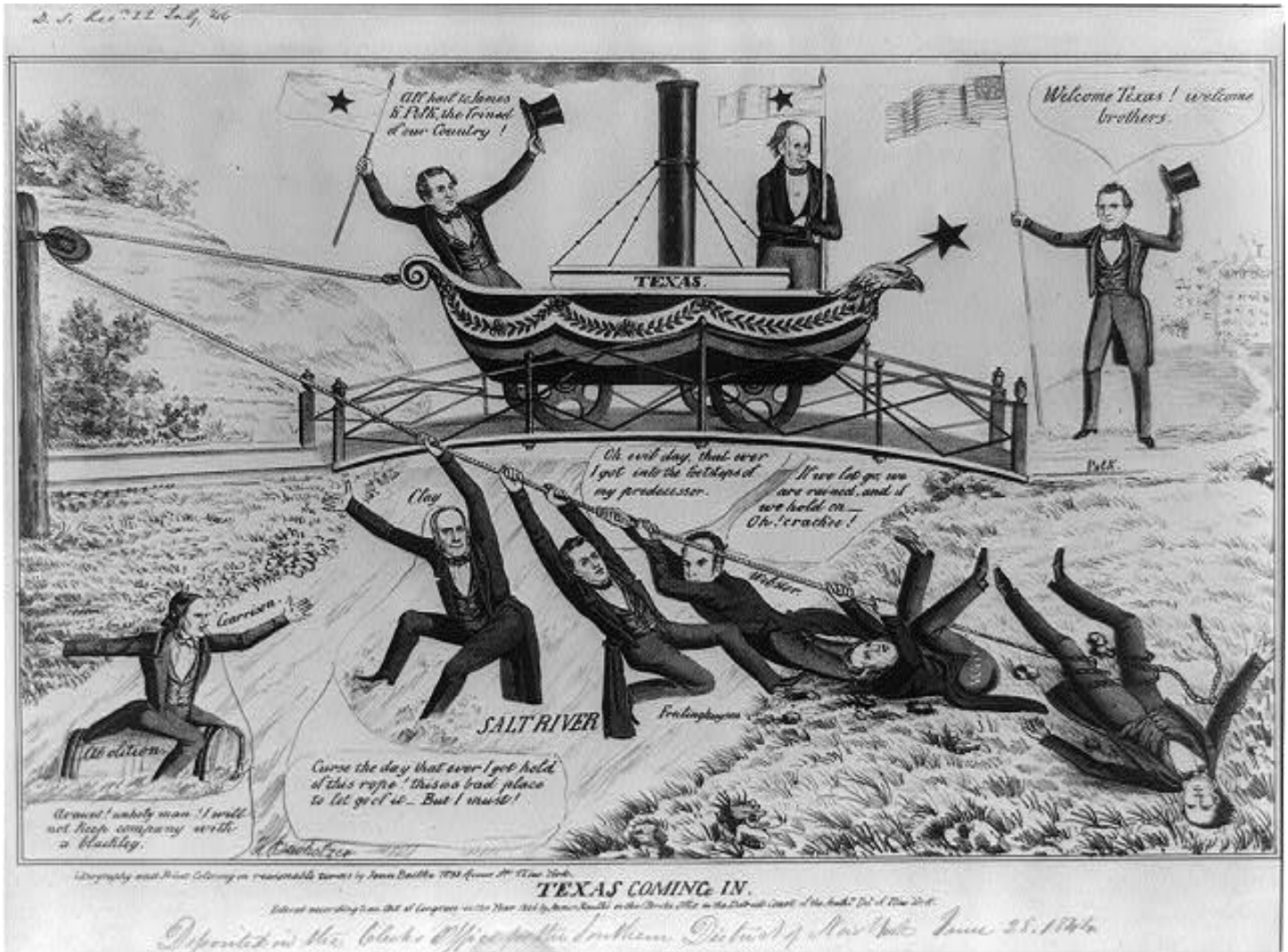
1. What was the “expansive future” and “its untrodden space” to which O’Sullivan was referring? Was it truly “untrodden”? Why/Why not?”
2. How does O’Sullivan describe America at this point in its history?

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DBQ Document E: "Texas Coming In," April 3, 1844



Citation: Baillie, James S., Active, and H Bucholzer. *Texas Coming in*. United States, 1844. Photograph. Retrieved from the Library of Congress, <https://www.loc.gov/item/2008661429/>. (Accessed January 30, 2018.)

Questions:

1. What controversial U.S. political issue does this cartoon depict?
2. In this image, what historical figure is shown as welcoming Texas?

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DBQ Document F: James K. Polk, Excerpt from Inaugural Address, March 4, 1845

“It is my duty to assert and maintain by all constitutional means the right of the United States to that portion of our territory which lies beyond the Rocky Mountains. The word sees the peaceful triumphs of the hard work of our emigrants. To the US Government belongs the duty of protecting them adequately wherever they may be upon our soil. The protection of our laws and the benefits of our democratic government should be extended over them in the distant regions which they have selected for their homes.”

Questions:

1. What did Polk pledge to maintain?
2. What is the duty of the U.S. Constitution regarding western emigrants?

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DBQ Document G: Oregon Treaty, June 15, 1846

ART. I. From the point of the forty-ninth parallel of north latitude, where the boundary laid down in existing treaties and conventions between the United States and Great Britain terminates, the line of boundary between the territories of the United States and those of her Britannic Majesty shall be continued westward along the said forty-ninth parallel of north latitude to the middle of the channel which separates the continent from Vancouver's Island, and thence southerly through the middle of the said channel, and of Fuca's Straits, to the Pacific Ocean: Provided, however, That the navigation of the whole of the said channel and straits, south of the forty-ninth parallel of north latitude, remain free and open to both parties.

Questions:

1. With what European country did the U.S. arrange the Oregon Treaty?
2. Why was this territory significant to the United States?

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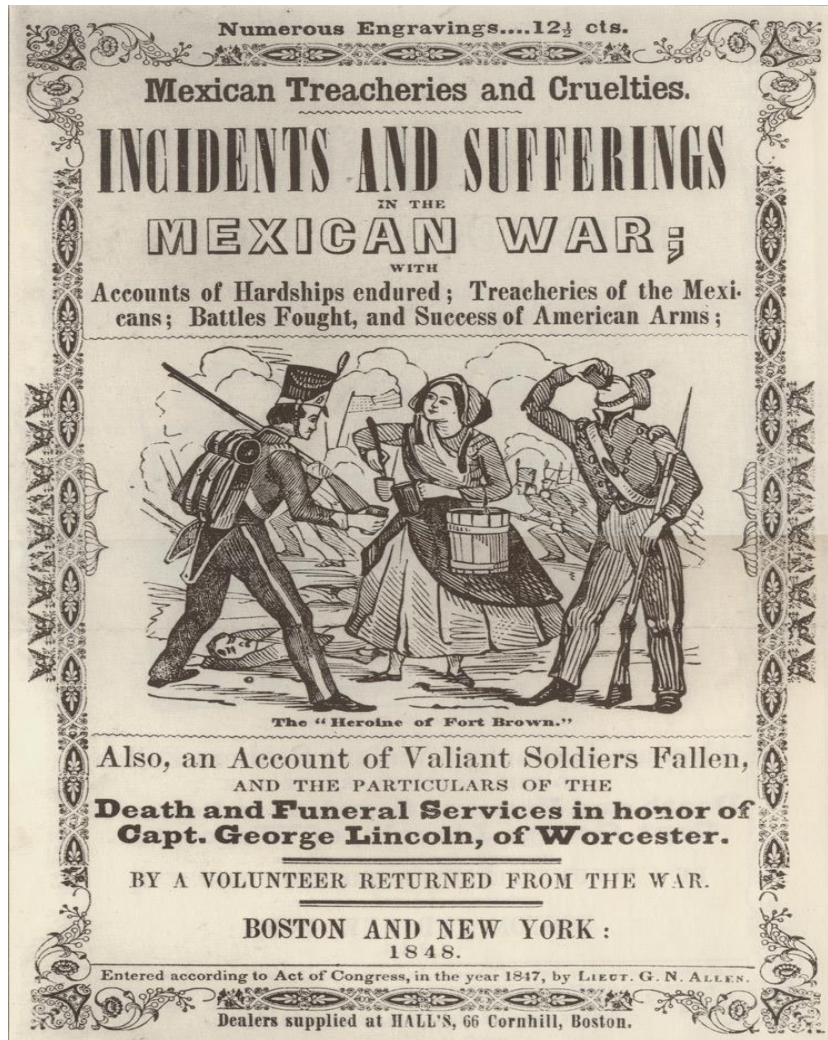
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DBQ Document H: Book on Incidents and Sufferings, 1848

Citation: Allen, G.N. *Mexican treacheries and cruelties*...Boston and New York: 1848. <https://archive.org/details/mexicantreacheri00alle>.



Questions:

1. Accounts from what war are included in this book?
2. How might this book have been used to spread bias or a particular point of view?

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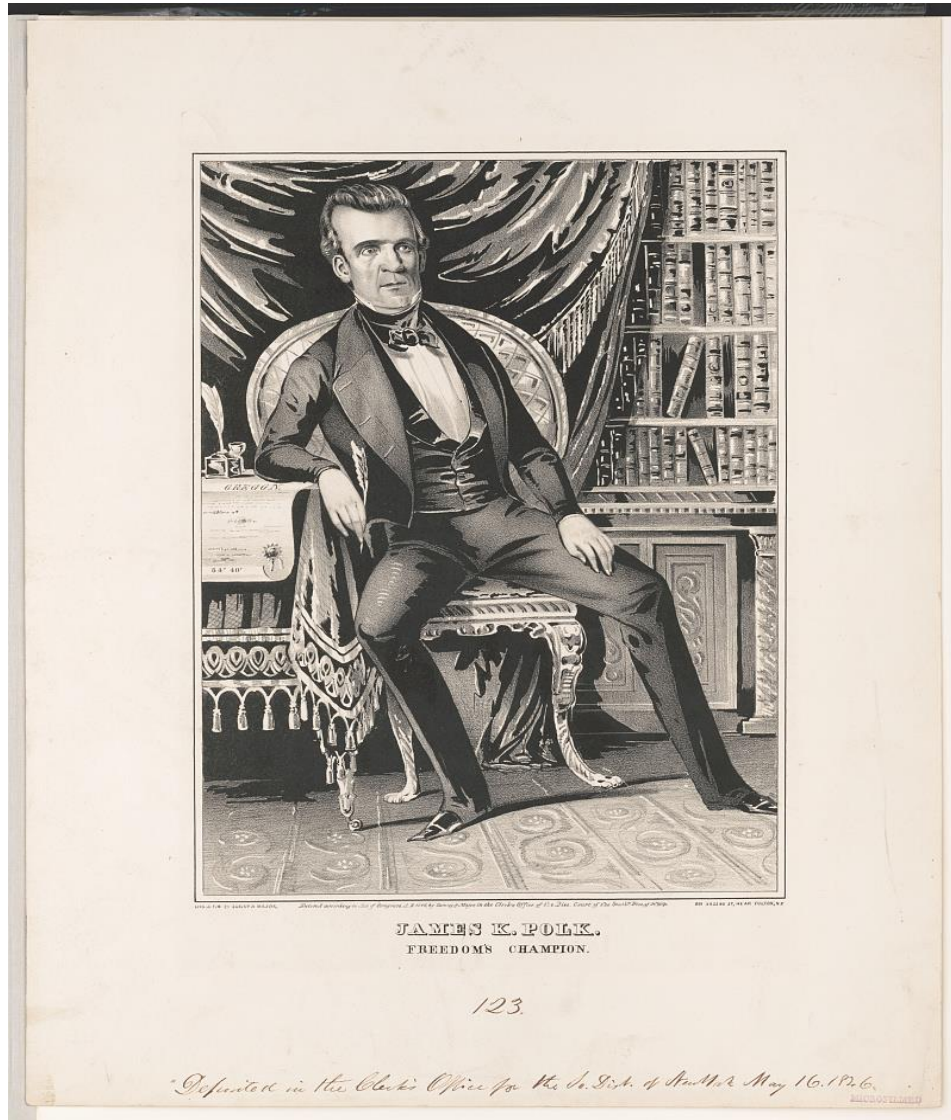
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DBQ Document I: James K. Polk illustration, 1846

Citation: *James K. Polk. Freedom's champion*, ca. 1846. May 16. Print. Retrieved from the Library of Congress, <https://www.loc.gov/item/2003664114/>. (Accessed January 30, 2018.)



Questions:

1. What nickname did this illustration give to Polk?
2. The document under Polk's right elbow is about what new territory?

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DBQ Document J: Gold Mines of California, 1849 leaflet

Citation: *Gold mines of California!!* W. R. Andrews, having just returned from California, after having spent several months in the mines and mountains of that interesting country will deliver a lecture at on day of 1849, upon the gold mines of California. Rochester, 1845. Retrieved from the Library of Congress, <https://www.loc.gov/item/rbpe.1200240d/>. (Accessed January 31, 2018)



Questions:

1. What event is this leaflet advertising?
2. What type of audience might this event attract? Why?

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DBQ Document K: Excerpt from *The Prairie Traveler*, 1861

Citation: Marcy, Capt. Randolph Barnes. *The Prairie Traveler: A Hand-book for Overland Expeditions*. Harper and Brothers, New York: 1861.
<https://books.google.com/books?id=3Js-AAAAYAAJ&pg=PR5-IA5#v=onepage&q&f=false>.

“...Others, who reside in the extreme Southwest, and whose destination is south of San Francisco, should travel the southern road running through Texas, which is the only one practicable for comfortable winter travel. The grass upon a great portion of this route is green during the entire winter, and snow seldom covers it. This road leaves the Gulf coast at Powder-horn, on Matagorda Bay, which point is difficult of access by land from the north, but may be reached by steamers from New Orleans five times a week.

There are stores at Powder-horn and Indianola where the traveler can obtain most of the articles necessary for his journey, but I would recommend him to supply himself before leaving New Orleans with every thing he requires with the exception of animals, which he will find cheaper in Texas.

This road has received a large amount of travel since 1849, is well tracked and defined, and, excepting about twenty miles of "hog wallow prairie" near Powder-horn, it is an excellent road for carriages and wagons. It passes through a settled country for 250 miles, and within this section supplies can be had at reasonable rates.

At Victoria and San Antonio many fine stores will be found, well supplied with large stocks of goods, embracing all the articles the traveler will require.”

Questions:

1. What makes the southern road through Texas better for travelers residing in the southwest?
2. Why might this road have received a large amount of travel since 1849?

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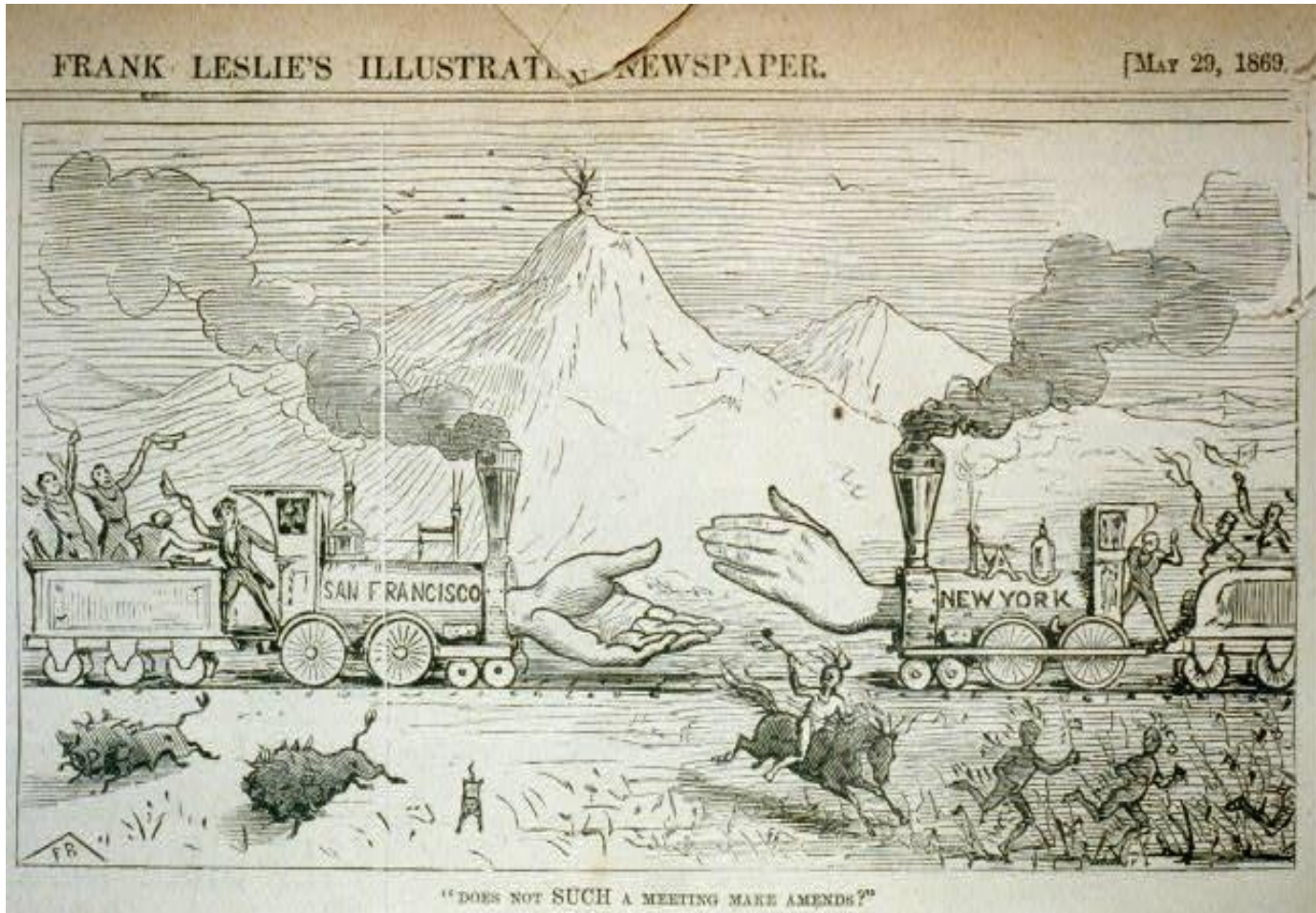
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DBQ Document K: Completion of the Transcontinental Railroad, Cartoon, 1869

Citation: "Completion of the Pacific Railroad..." Cartoon. Published May 29, 1869 in Harper's Weekly. Artist Unknown.
<http://www.harpweek.com/09Cartoon/BrowseByDateCartoon-Large.asp?Month=May&Date=29>. (Accessed 1/29/2018.)



Questions:

1. How did the completion of the transcontinental railroad affect westward expansion?
2. Give examples of any bias reflected in the cartoon.

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Document Organizer

Use this graphic organizer to analyze the evidence in each document in relation to the essay prompt.

Document Title	Date	Scaffolding Question(s) Answers	Main Idea	Document Relation to Essay Prompt

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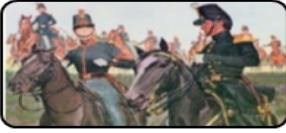
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Fort Lancaster Timeline



1855

- **Camp Lancaster Established**

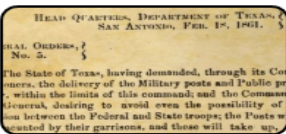
- The U.S. Army established Camp Lancaster, a small post on the Lower Road near Live Oak Creek and the Pecos River.



1856

- **Lancaster Upgraded to a Fort**

- The U.S. Army officially upgraded Camp Lancaster to Fort Lancaster on August 21, making it more permanent and prompting construction of sturdier buildings.



1861

- **U.S. Soldiers Evacuate Fort Lancaster**

- Having voted to secede from the United States, Texas demanded that the U.S. Army surrender all of its property, including the forts. On February 18, 1861, Gen. Twiggs ordered all U.S. soldiers to evacuate Texas.



1861-1862

- **State of Texas Takes Lancaster**

- Texas seized control of all frontier forts and supplies, but the Texas militia never occupied the fort for very long.



1862

- **Confederates Take Charge, Then Leave Lancaster**

- As patrolling its frontier was too expensive, Texas convinced the Confederacy to take over border defense. Soon after, the Confederate Army reassigned nearly half of the Frontier Regiment to defend the Texas coast. As a result, abandoned Fort Lancaster was burned by Apaches and Comanches.



1866-1867

- **U.S. Army Reestablishes Control of the Forts**

- After a rise in Native American attacks in the west, the U.S. Army once again patrolled the western frontier from the forts. U.S. Regulars reoccupied Fort Lancaster in 1867.



1867-1879

- **Lancaster as a Sub-Post**

- The U.S. Army used Fort Lancaster as a sub-post of Fort Stockton, located 75 miles west, or Fort McKavett, located 110 miles east. Buffalo soldiers of the 9th cavalry were stationed at Fort Lancaster.



1867

- **Battle at Fort Lancaster**

- The Buffalo Soldiers stationed at Fort Lancaster fended off hundreds of Kickapoo, Mexican, and white attackers. Three soldiers died in the Battle of Fort Lancaster, which is the only known attack on a U.S. Army fort in Texas by Native Americans.



Late 1870s

- **Fort Lancaster Abandoned**

- The U.S. Army abandoned the fort due to reduced threat from Apaches and Comanches. With lack of use, Fort Lancaster quickly fell into disrepair, crumbling from exposure and neglect. Eventually, locals began carrying off the buildings' limestone blocks to construct their own homes and businesses nearby.



1968

- **Fort Lancaster Revived**

- After almost a century of neglect, the State of Texas began managing the site, preserving the ruins, and educating visitors through programs and annual events.

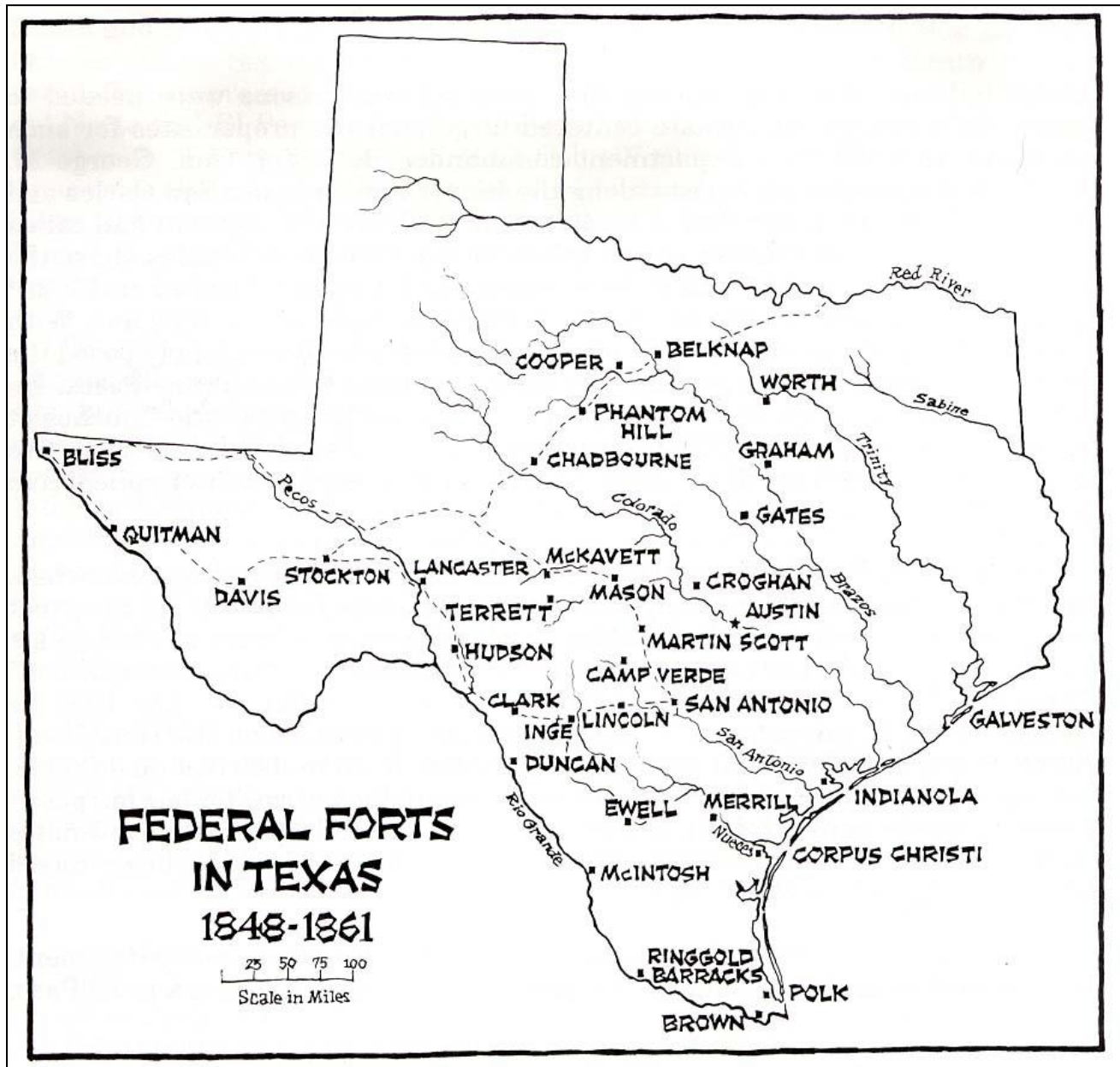
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Activity Resource Map

http://www.lib.utexas.edu/maps/historical/tex_fedforts_1848.jpg (Accessed December 20, 2017.)



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